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ABSTRACT

In 1893 the last monarch of Hawaii, Queen Lili'uokalani, was overthrown by a party of U.S. businessmen, who then imposed a provisional government. Soon after, U.S. President Benjamin Harrison submitted a treaty to annex the Hawaiian Islands to the U.S. Senate for ratification. In 1897, the treaty effort was blocked when the Hawaiian Patriotic League, composed of native Hawaiians, successfully petitioned the U.S. Congress in opposition of the treaty. But with the explosion of the U.S. Maine in February 1898, signaling the start of the Spanish American War, establishing a mid-Pacific fueling station and naval base became a strategic imperative for the United States. The Hawaiian Islands were the clear choice, and in July 1898, a joint resolution passed in Congress and Hawaii was officially annexed by the U.S. This lesson plan is based on two primary source documents from the "1897 Petition against the Annexation of Hawaii": (1) "Page 6 of Men's Petition against Annexation of Hawaii, September 11, 1897"; and (2) "Page 22 of Women's Petition against Annexation of Hawaii, September 11, 1897." The lesson plan provides the documents; covers the historical background; addresses standards and cross-curricular connections; suggests diverse teaching activities; and offers a written document analysis worksheet. (BT)

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TEACHING WITH DOCUMENTS

The 1897 Petition Against the Annexation of Hawaii

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Teaching With Documents Lesson Plan: The 1897 Petition Against the Annexation of Hawaii

Background

When the Hawaiian islands were formally annexed by the United States in 1898, the event marked end of a lengthy internal struggle between native Hawaiians and white American businessmen for control of the Hawaiian government. In 1893 the last monarch of Hawaii, Queen Lili'uokalani, was overthrown by party of businessmen, who then imposed a provisional government. Soon after, President Benjamin Harrison submitted a treaty to annex the Hawaiian islands to the U.S. Senate for ratification. In 1897, the treaty effort was blocked when the newly-formed Hawaiian Patriotic League, composed of native Hawaiians, successfully petitioned the U.S. Congress in opposition of the treaty. The League's lobbying efforts left only 46 Senators in favor of the resolution, less than the 2/3 majority needed for approval of a treaty. The League's victory was shortlived, however as unfolding world events soon forced the annexation issue to the fore again. With the explosion of the U.S.S. *Maine* in February of 1898 signaling the start of the Spanish American War, establishing a mid-Pacific fueling station and naval base became a strategic imperative for the United States. The Hawaiian islands were the clear choice, and this time Congress moved to annex the Hawaiian islands by Joint Resolution, a process requiring only a simple majority in both houses of Congress. On July 12, 1898, the Joint Resolution passed and the Hawaiian islands were officially annexed by the United States.

The Hawaiian islands had a well-established culture and long history of self-governance when Captain James Cook, the first European explorer to set foot on Hawaii, landed in 1778. The influence of European and American settlers quickly began to alter traditional ways of life. Originally governed by individual chiefs or kings, the islands united under the rule of a single monarch, King Kamehameha, in 1795, less than two decades after Cook's arrival. Later the traditional Hawaiian monarchy was overthrown in favor of a constitutional monarchy. Eventually, the monarchy itself was abandoned in favor of a government elected by a small group of enfranchised voters, although the Hawaiian monarch was retained as the ceremonial head of the government. Even elements of daily life felt the social and economic impact of the white planters, missionaries and businessmen. The landholding system changed, and many aspects of traditonal culture were prohibited including teaching the Hawaiian language and performing the native Hula dance.

In 1887, the struggle for control of Hawaii was at its height as David Kalakaua was elected to the

Hawaiian throne. King Kalakaua signed a reciprocity treaty with the United States making it possible for sugar to be sold to the U.S. market tax-free, but the *haole* - or "white" - businessmen were still distrustful of him. They criticized his ties to men they believed to be corrupt, his revival of Hawaiian traditions such as the historic Hula, and construction of the royal Iolani Palace. A scandal involving Kalakaua erupted in the very year he was crowned, and it united his opponents, a party of businessmen under the leadership of Lorrin Thurston. The opposition used the threat of violence to force the Kalakua to accept a new constitution that stripped the monarchy of executive powers and replaced the cabinet with members of the businessmen's party. The new constitution, which effectively disenfranchised most native Hawaiian voters, came to be known as the "Bayonet Constitution" because Kalakaua signed it under duress.

When King Kalakaua died in 1891, his sister Lili'uokalani succeeded him, and members of the native population persuaded the new queen to draft a new constitution in an attempt to restore native rights and powers. The move was countered by the Committee on Annexation, a small group of white businessmen and politicians who felt that annexation by the United States, the major importer of Hawaiian agricultural products, would be beneficial for the economy of Hawaii. Supported by John Stevens, the U.S. Minister to Hawaii, and a contingent of Marines from the warship, U.S.S. *Boston*, the Committee on Annexation overthrew Queen Lili'uokalani in a bloodless coup on January 17, 1893 and established a revolutionary regime.

Without permission from the U.S. State Department, Minister Stevens then recognized the new government and proclaimed Hawaii a U.S. protectorate. The Committee immediately proclaimed itself to be the Provisional Government. President Benjamin Harrison signed a treaty of annexation with the new government, but before the Senate could ratify it, Grover Cleveland replaced Harrison as president and subsequently withdrew the treaty.

Shortly into his presidency, Cleveland appointed James Blount as a special investigator to investigate the events in the Hawaiian Islands. Blount found that Minister Stevens had acted improperly and ordered that the American flag be lowered from Hawaiian government buildings. He also ordered that Queen Lili'uokalani be restored to power, but Sanford Dole, the president of the Provisional Government of Hawaii, refused to turn over power. Dole successfully argued that the United States had no right to interfere in the internal affairs of Hawaii. The Provisional Government then proclaimed Hawaii a republic in 1894, and soon the Republic of Hawaii was officially recognized by the United States.

The overthrow of Lili'uokalani and imposition of the Republic of Hawaii was contrary to the will of the native Hawaiians. Native Hawaiians staged mass protest rallies and formed two gender-designated groups to protest the overthrow and prevent annexation. One was the *Hui Hawaii Aloha Aina*, loosely translated as the Hawaiian Patriotic League, and the other was its female counterpart, the *Hui Hawaii Aloha Aina o Na Wahine*. On January 5, 1895, the protests took the form of an armed attempt to derail the annexation but the armed revolt was suppressed by forces of the Republic. The leaders of the revolt were imprisoned along with Queen Lili'uokalani who was jailed for failing to put down the revolt.

In March of 1897, William McKinley was inaugurated as President of the United States. McKinley was in favor of annexation, and the change in leadership was soon felt. On June 16, 1897, McKinley and three representatives of the government of the Republic of Hawaii --Lorrin

Thurston, Francis Hatch, and William Kinney-- signed a treaty of annexation. President McKinley then submitted the treaty to the U.S. Senate for ratification.

The *Hui Aloha Aina* for Women and the *Hui Aloha Aina* for Men now organized a mass petition drive. They hoped that if the U.S. government realized that the majority of native Hawaiian citizens opposed annexation, the move to annex Hawaii would be stopped. Between September 11 and October 2, 1897, the two groups collected petition signatures at public meetings held on each of the five principal islands of Hawaii. The petition, clearly marked "Petition Against Annexation" and written in both the Hawaiian and English languages, was signed by 21,269 native Hawaiian people, or more than half the 39,000 native Hawaiians and mixed-blood persons reported by the Hawaiian Commission census for the same year.

Four delegates, James Kaulia, David Kalauokalani, John Richardson, and William Auld, arrived in Washington, DC on December 6 with the 556-page petition in hand. That day, as they met with Queen Lili'uokalani, who was already in Washington lobbying against annexation, the second session of the 55th Congress opened. The delegates and Lili'uokalani planned a strategy to present the petition to the Senate.

The delegation and Lili'oukalani met Senator George Hoar, chairman of the Senate Committee on Foreign Relations on the following day, and on December 9, with the delegates present, Senator Hoar read the text of the petition to the Senate. It was formally accepted. The next day the delegates met with Secretary of State John Sherman and submitted a formal statement protesting the annexation to him. In the following days, the delegates met with many senators, voicing opposition to the annexation. By the time the delegates left Washington on February 27, 1898, there were only 46 senators willing to vote for annexation. The treaty was defeated in the Senate.

Other events brought the subject of annexation up again immediately. On February 15, 1898, the U.S. Battleship *Maine* was blown up in Havana harbor in Cuba. The ensuing Spanish-American War, part of which was fought in the Philippine Islands, established the strategic value of the Hawaiian islands as a mid-Pacific fueling station and naval installation. The pro-annexation forces in Congress submitted a proposal to annex the Hawaiian Islands by joint resolution, which required only a simple majority vote in both houses. This eliminated the 2/3 majority needed to ratify a treaty, and by result, the necessary support was in place. House Joint Resolution 259, 55th Congress, 2nd session, known as the "Newlands Resolution," passed Congress and was signed into law by President McKinley on July 7, 1898.

Once annexed by the United States, the Hawaiian islands remained a U.S. territory until 1959, when they were admitted to statehood as the 50th state. The story of the annexation is a story of conflicting goals as the white businessmen struggled to obtain favorable trade conditions and native Hawaiians sought to protect their cultural heritage and maintain a national identity. The 1897 Petition by the Hawaiian Patriotic League stands as evidence that the native Hawaiian people objected to annexation, but because the interests of the businessmen won out, over the coming decades most historians who wrote the history of Hawaii emphasized events as told by the Provisional Government and largely neglected the struggle of the Native Hawaiians. Today, there is a growing movement on the Islands to revive interest in the native Hawaiian language and culture. Primary sources such as this petition bear witness that there is another side to the

story.

The annexation petition with its voluminous signatures, along with many related records, is filed in the Records of the U.S. Senate, Record Group 46, at the National Archives and Records Administration. The petitions are available on microfilm as publication M1897.

The Documents:

The 1897 Petition Against The Annexation of Hawaii

- Page 6 of Men's Petition Against Annexation of Hawaii, September 11, 1897
  http://www.archives.gov/digital_classroom/lessons/hawaii_petition_1897/images/hawaii_petition_01.jpg

- Page 22 of Women's Petition Against Annexation of Hawaii, September 11, 1897
  http://www.archives.gov/digital_classroom/lessons/hawaii_petition_1897/images/hawaii_petition_02.jpg

Record Group 46
Records of the U.S. Senate
National Archives and Records Administration

Lesson Resources

- Standards Correlations
- Teaching Activities
- Document Analysis Worksheet
- OurDocuments.Gov - http://ourdocuments.gov/content.php?page=document&doc=54

Image Top Right:
"Lahaina, Maui, T.H. - Formerly the Capital"
Department of Commerce and Labor.
Lighthouse Board. 12th Lighthouse District. (1903 - 1913)
RG 26: Records of the United States Coast Guard [USCG], 1785 - 1988

Page URL: http://www.archives.gov/digital_classroom/lessons/hawaii_petition_1897/hawaii_petition_1897.html

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PALAPALA HOOPII KUE HOOHUIAINA.

I ka Mea Hanohano WILLIAM McKINLEY, Peresidena, a me ka Aha Senate, o Amerika Huipuia.

ME KA MAHALO:—

NO KA MEA, ua waihoia aku nona o ka Aha Senate o Amerika Hulpuia ke Kuikahi no ka Hoohui aku ia Hawaii nei ia Amerika Huipuia i olelolo, no ka noonoolo ana lona ana aku o Dekemaka, M. H. 1897: nolaila,

O MAKOU, na poe no lakou no inoe malalo iho, he poe makaainana a pae aoao olwi Hawaii hoi no ka Apana o Honolulu Kona , Mokupuni o Oahu , ke poe lala no ka AHAHUI HAWAII ALOHA AINA o na HAWAII PAE-AINA, a me na poe e ae i like ia manao makee me ka Ahahui i olelolo, ke kue aku nei me ka manao ikaika loa i ka hoohuiia aku o ka Hawaii Paeaina i olelolo ia Amerika Huipuia i olelolo ma keialahi ano o keia palu.

INOA HOPU.

Enoch Johnson, Kalaniaole Secretary.

Sept 4 1897

PETITION AGAINST ANNEXATION.

To His Excellency WILLIAM McKINLEY, President, and the Senate, of the United States of America.

GREETING:—

WHEREAS, there has been submitted to the Senate of the United States of America a Treaty for the Annexation of the Hawaiian Islands to the said United States of America, for consideration at its regular session in December, A. D. 1897: therefore,

WE, the undersigned, native Hawaiian citizens and residents of the District of Honolulu Kona , Island of Oahu , who are members of the HAWAIIAN PATRIOTIC LEAGUE OF THE HAWAIIAN ISLANDS, and others who are in sympathy with the said League, earnestly protest against the annexation of the said Hawaiian Islands to the said United States of America in any form or shape.

James Kaauilamoku Keliiahonui, President, Pro tem.

	INOA—NAME.	AGE.		INOA—NAME.	AGE.
1	Keaniani	30	26	S. B. C. Hiwai	32
2	Kanulehua	42	27	Crane	38
3	Philipi Naone	17	28	Keahea	22
4	J. H. Naone	31	29	Haiha	54
5	Kealakai	30	30	Kahaialii	36
6	D. Naone	32	31	Solomon K	24
7	P. L. Stephens	58	32	Jacob Koia	35 52
8	Kealoha Kanelua	69	33	Koia	96
9	Lui Kamaua	47	34	Kawika Kamaha	16
10	J. A. Lyman	31	35	Kauhane Nanpepe	26
11	Achi Apana	28	36	Kalauola	40
12	Thomas Ahuna	17	37	A. K. Cahoui	27
13	Alona Apana	37	38	Elia	28
14	John Keahi	23	39	M. K. Maikai	32
15	Malaihaka	48	40	Daniel Apio	27
16	Kaula	45	41	Gill Kelo	36
17	Keaupuni	20	42	J. Mahuka	50
18	Sam. Kaili	48	43	William Rose	22
19	Thomas Johnson	29	44	Keaka	38
20	Kaiele Maulahila	45	45	Kaipalaipala	17
21	Pahinkila	48	46	Kealoha	17
22	Mamea	32	47	James Kolue	22
23	Joseph Kaui	32	48	James Holoae	18
24	P. J. Heleau	62	49	Keliikuninho	15
25	Mokeai [illegible]	28	50	Akui Keliihoolulu	13

1897 Petition Against The Annexation of Hawaii Page 6 of Men's Petition Against Annexation of Hawaii, September 11, 1897

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PALAPALA HOOPII KUE HOOHUIAINA.

I ka Mea Mahaloia WILLIAM McKINLEY, Peresidena, a me na Aha Senate, o Amerika Huipuia.

ME KA MAHALO:—

No KA MEA, na wahine ako malalo o ka Aha Senate o Amerika Huipuia ke Kuikahi no ka Hoohui aku ia Hawaii nei ia Amerika Huipuia i oleloia, no ka noonoiia na keia kumu Kuko o Dekemaba, M H. 1897: eolelo.

O MAKOU, na poe no loloa na inoa malalo iho, na wahine Hawaii oiwi, he poe makaikaina a poe noho hui no ka Apana o [illegible], Mokupuni o [illegible], he poe hiu no ka AHAHUI ALOHA AINA HAWAII O NA WAHINE O KO HAWAII PAEAINA, a me na wahine e ae i like ka manao mahee me ko ka Ahahui i olelolo, ke hue aku nei me ka manao ikaika loa i ka hoohuiia aku o ko Hawaii Paeaina i olelolo ia Amerika Huipuia i olelolo no kekahi ano a loaa pahn.

IKEA-AYHEN: Mrs Celia Aholo Kahumoku Secretary

PETITION AGAINST ANNEXATION.

To His Excellency WILLIAM McKINLEY, President, and the Senate, of the United States of America.

GREETING:—

WHEREAS, there has been submitted to the Senate of the United States of America a Treaty for the Annexation of the Hawaiian Islands to the said United States of America, for consideration at its regular session in December, A. D. 1897: therefore,

WE, the undersigned, native Hawaiian women, citizens and residents of the District of [illegible], Island of [illegible], who are members of the WOMEN'S HAWAIIAN PATRIOTIC LEAGUE OF THE HAWAIIAN ISLANDS, and other women who are in sympathy with the said League, earnestly protest against the annexation of the said Hawaiian Islands to the said United States of America in any form or shape.

Mrs Kuaikalani Campbell President

Sept 2 1897

	INOA—NAME.	AGE.		INOA—NAME.	AGE.
	Mrs Sarah K Weed	53		Kalua	30
	Mrs Kekipi Kaulia	64		maile Kini	15
	A Likulau Kekahala	58		mele amai	28
	Mrs. E. Hilarion	39		Malaea	42
	Mrs. S. Kanakaluhi	50		Kalawaia	37
	Miss Louisa Puaaiki	18		Keala	14
	Miss. Mary. Puaaiki	19		Kihilani	29
	Mrs. Kane	49		kaaukai	20
	Mrs Mary Machado	19		Kekela	37
	Mrs Rebecca Hobbins	30		Mrs Nicholas Kalakini	65
	Miss Abigail Kapahe			Lizy Malanui	27
	Mrs. Susan French	35		Mary Kaaua	25
	Mrs Kalama Reeves	20		Amelia Kalua	43
	Lucy Kaopaulu	57		Malia Kina	26
	Mrs. Kahilahi	62		Kaanoalii	26
	Mrs E. L. Rowe	52		Mary Kealakai	23
	Kauwilihomaikaiue	16		Kilia	26
	Kuamoo Kamaiopili	24		Ana Akana	20
	Manaiula Ellis	21		Lilia Akana	14
	Kalauokapaa	19		Kahanuwaiaao Clark	29
	Mrs R Kamakele	47		Mrs Aukai	26
	Triffa			Kana Kaaihue	54
	[illegible]	18		Miss Jennie Wilcox	10
	Kalaniopio Kawaiolule, Clerk	17		[illegible]	

1897 Petition Against The Annexation of Hawaii Page 22 of Women's Petition Against Annexation of Hawaii, September 11, 1897

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Teaching With Documents Lesson Plan: The 1897 Petition Against the Annexation of Hawaii

Teaching Activities

Standards Correlations

This lesson correlates to the National History Standards.

- Era 7 The Emergence of Modern America (1890-1930)
  - Standard 2 - The changing role of the United States in world affairs through World War I

Cross-curricular Connections

Share this exercise with your history and government colleagues.

Activities

1. Project an overlay of the featured document on a screen and ask the students to examine it and answer the following questions:
   A. What type of document is it?
   B. Who wrote the document?
   C. To whom was it written?
   D. What is the date of the document?
   E. What was the purpose of the document?
   F. Why do you suppose it was written in two languages?
   G. What are the constitutional provisions for petitioning Congress?
   H. What do you suppose are the effects of petitions such as this one?

2. Tell the students, or have them read, the story of the petition as described in this article. Compile on the chalkboard a list of the main characters who played a role in the annexation of Hawaii. Ask students to choose an individual or group to research and report on in a short essay. Possibilities include: King Kalakaua, Lorrin Thurston, Queen Lili'uokalani, John Stevens, President Grover Cleveland, James Blount, Sanford Dole, Hui Hawaii Aloha Aina, Hui Hawaii Aloha Aina o Na Wahine, President James McKinley, James Kaulia, Senator George Hoar, or Secretary of

State John Sherman.

3. Direct the students to use the petition and their knowledge of the historical debate to formulate their own positions for or against annexation of Hawaii to the United States. Give the students the following arguments, taken from the May 17, 1898, Report of the Committee on Foreign Affairs Report on H.Res. 259 (House Report 1355, 55th Congress, 2d session), and ask them to hold a committee hearing on annexation using characters researched in activity 2 as members of or witnesses to the committee:

   Arguments For :
   - Hawaii too small and weak to maintain independence
   - No protest by any other government
   - "Cordial consent" of both governments
   - Strategic location to secure U.S. fleet and coastline
   - Commercial interests
   - "Outpost of Americanism against increasing Asiatic invasion"

   Arguments Against:

   - Hawaiian people not consulted
   - American people not consulted
   - Unconstitutional method of increasing domain
   - Too remote; too costly to defend
   - Non-homogeneous population
   - Not commercially necessary
   - Not militarily necessary
   - Secure independence of Hawaiian people with policy rather than takeover

4. For a closer look at the history and importance of the featured document, have students view the PBS documentary *Nation Within: The Story of America's Annexation of the Nation of Hawaii*, produced by Tom Coffman. To obtain a copy of this video, call 1-800-804-1711.

5. Ask students who are interested in dance, music, and religion to research the historic hula and accompanying chants, the songs of Queen Lili'uokalani and the historic song titled "Kaulana Na Pau," and traditional Hawaiian beliefs including the Kapu system. Allow time for these volunteers to share what they learn about these cultural topics with the whole class.

6. Divide the class into groups of three and ask them to compile the names and dates of the land acquisitions of the United States and the methods by which they were added. Assign each group an acquisition to research and report the following to the class: What peoples were native to each

acquisition? How and from whom were the lands obtained? What conflicts arose over the acquisition? Why did the United States want to add the lands? What states were created from each acquisition? Point out on a map lands that are under the protection of the United States but not states. Lead a discussion of the benefits of becoming a state versus remaining a territory or protectorate. Include American Samoa, the Commonwealth of Puerto Rico, Guam, the Virgin Islands, and the District of Columbia (although this land was already part of the United States) in the discussion.

7. Display a map of the United States to the class and ask students which state was the last one to be admitted to the union. Follow with these questions: When was Hawaii admitted? What are the constitutional provisions for admitting states to the union? What are the benefits of statehood? What does a territory lose when it becomes a state? Why do you suppose the United States wanted to admit Hawaii as a state? What do you suppose were some of the objections to admitting Hawaii? By what methods might citizens of Hawaii have protested or supported statehood?

8. Discuss with the students the importance of the document featured in this articles as a piece of predominately unknown history. Ask them to consider why the 1897 Petition Against Annexation is important to Hawaiians and all Americans. Brainstorm with them cases of other ethnic, gender, religious, or social groups whose history has been neglected by recorded history. Identify with your students factors that have contributed to exposing these incidents of concealed history.

9. Ask students why they think it is important to keep records of the past. Follow up with a discussion about why the National Archives preserves and maintains for research the records of the U.S. government. (For information about the mission and functions of the National Archives, check the agency's website at www.archives.gov.) Assign students to write a reflective thought paper on what would be lost if we did not keep records of the past. Allow time for some of the students to read their papers aloud in class. You might conclude with a discussion about the historic, cultural, and political significance of the recent opening of the Russian National Archives.

U.S. NATIONAL ARCHIVES & RECORDS ADMINISTRATION

www.archives.gov April 29, 2003

Written Document Analysis Worksheet

1. TYPE OF DOCUMENT (Check one):

___ Newspaper	___ Map	___ Advertisement
___ Letter	___ Telegram	___ Congressional record
___ Patent	___ Press release	___ Census report
___ Memorandum	___ Report	___ Other

2. UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):

___ Interesting letterhead	___ Notations
___ Handwritten	___ "RECEIVED" stamp
___ Typed	___ Other
___ Seals	

3. DATE(S) OF DOCUMENT:

_____

4. AUTHOR (OR CREATOR) OF THE DOCUMENT:

_____

POSITION (TITLE):

_____

5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?

_____

6. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

A. List three things the author said that you think are important:

_____

_____

_____

B. Why do you think this document was written?

_____

_____

C. What evidence in the document helps you know why it was written? Quote from the document.

_____

D. List two things the document tells you about life in the United States at the time it was written:

E. Write a question to the author that is left unanswered by the document:

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Page URL: http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/document.html

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